

# **Advancing Communication for Development as a strategy for Social Change in Assam and NE region**

## **(Report for Phase III)**

Communication for Development is an emerging discipline of academic interest and the Department of Mass Communication & Journalism, Tezpur University over the years has been constantly engaged in strengthening it within its curriculum as well as other extension activities. The Department, with support from UNICEF, is able to frame a MA Programme in Communication for Development which is launched from the academic session of July 2016.

Because this is a first-of-its-kind initiative, not only in the northeast but also across the country, it is critical that the programme be run within a comprehensive framework to ensure not only the program's success and effectiveness for prospective students, but also to consolidate the larger vision of creating a C4D-responsive development environment in the region. Multiple schemes at both the macro and micro levels are required to stimulate the C4D initiative. These include strengthening the MA curriculum with practical inputs from within the region, as well as effective policy advocacy to include the C4D perspective in all government and non-government projects throughout the region. The programme has come a long way and is on its way to achieving phenomenal results.

As part of this consolidated initiative the Department of Mass Communication and Journalism had taken up three projects under the broad title “ Advancing Communication for Development as a Strategy for Social Change in Assam and Northeast Region” in three phases during 2016 – 17 (Phase I), 2017-18 (Phase II) and 2018-19 (Phase III)

### **PHASE III**

The third phase of the project seeks to build upon the work accomplished during the second phase to achieve greater acceptability and buy-in for the C4D approach. Thus efforts consolidated towards influencing the recruitment policy of agencies working in the development sector towards recruitment of C4D professionals, encouraging and building the capacities of communication faculty to contribute towards the domain of C4D, and demonstrating the potential of the C4D approach in bringing about social change.

In this regard the following activities are organized during the Phase –

## **C4D Advocacy and recruiters' consultative meet**

This initiative entails liaison and advocacy with Assam Government officials and other agencies operating in the development sector who are engaged in setting recruitment policy of development practitioners for their respective organizations. The initiative also includes sharing about the PG programme in C4D launched at Tezpur University from July 2016 by showcasing the pedagogy and learning experiences provided to students as part of the curriculum. The objective of the initiative is to advocate for a favourable policy towards recruitment of C4D professionals in different development projects.

### **Objectives:**

- Impress upon prospective recruiters the significance and need for accommodating C4D perspective within development programmes for social change
- Discussion with subject experts and other government officials about scope and possibility for strengthening the existing curriculum
- Outline existing best practices and learning experiences of our students
- Draw attention towards scope of recruitment of our students

## **Faculty Development Programme (National) on Teaching and Researching Communication for Social Change**

Communication for Social Change is an emerging area of academic discourse and not many university departments have specialized faculty in this domain though it is often taught as a part of the Masters in Mass Communication and Journalism programmes. The faculty members also rarely have any opportunity to update their knowledge with the current advancements in the subject in the absence of specialized and focused training programmes. As such students are also often not able to understand the significance of the course on C4D as part of the MCJ curriculum and foresee its potential as an upcoming professional discipline. By organizing a national level faculty development programme on C4D it is envisaged to equip communication teachers from different colleges and universities with the current perspectives on C4D as well as impress upon them the scope and potential for engaging in academic research in this domain which will further strengthen the discipline.

### **Objectives:**

- Enhance the capacity of Communication teachers in C4D
- Introduce teachers to current trends of research in C4D
- Promote C4D as a specialized discipline within communication and media studies

## Orientation for MA-C4D Programme

Unlike the second phase a number of five workshops are organized for the MA C4D students. The **first** one is on participatory communication where students are oriented towards facilitating creation of participatory media content through community interactions. In the **second** workshop puppetry is introduced as a tool for SBCC. Students are trained in scripting, developing and executing puppet shows on socially relevant themes during the workshop. Experts from the respective field are invited to facilitate the workshops. The **third** workshop is on development journalism where apart from exposing the students to the need and scope of development journalism, they are also equipped with skills of writing for different media. The **fourth** workshop is on introducing the students to the different aspects and current trends in Health Communication. The **fifth** workshop is for training the students in skills of persuasive communication and campaign planning.

### Objectives:

- Introduce students to alternative modes of communication for SBCC
- Facilitate experiential learning for students on SBCC

## Children's Participatory Media Initiative

Children constitute approximately one-third of the world's population today, and there is a growing recognition that the development agenda of no country can succeed without having children at the heart of it. Children are not only the inheritors of the planet. They also actively shape it in the present. Children and young people, therefore, need to be recognized as critical partners for sustainable change. Several experiences across the world, including in India, have shown that young people who have the education, skills and opportunities to participate and exercise their voice and choice, become effective advocates, problem-solvers and agents for positive change. The initiative enhances the capacities of children to understand their human rights and build their confidence and agency to apply that understanding to positive action for themselves, their families, their communities, and their environment. It is initiated as a pilot experiment to invest in the children of one school in the Naapaam village near Tezpur University and empower them to use their voice and participation to address one specific issue in their community/ village which demands attention. As part of this process, children are trained in the skills of writing for media and will be facilitated to bring out a series of wall magazines/ newsletters on the given theme/ issue.

## **Objectives:**

- Make children aware of their rights, particularly right to participation
- Impart communication and media skills and enable children to use their skills to bring about positive changes in their community with regard to a specific issue

## **Workshop on Message Design and Puppetry**

The five-day workshop from 21st September to 25th September, 2018 headed by the Department of Mass Communication and Journalism for the students of M.A. programme in Communication for development (C4D) to facilitate its students with the adequate knowledge of message design and puppetry. Also the workshop has been conducted for better understanding of Graphics designing in various professional software like Adobe Photoshop, InDesign etc. The resource person for the workshop was Mr. Atul Sinha, Faculty Member from A.J.K. Mass Communication Research Centre, Jamia Millia Islamia, a Central University.

This Workshop intends to familiarize students with message design for development programmes and to understand the different formats and approaches to development message designing. Also intends to help students understand the various folk and alternative forms of communication. It seeks to train students in the development of street theatre production in its exercises, research, scripting and performance, familiarize them with different types of puppetry, and help them develop puppet shows for community communication.

The five-day workshop met expectations by successfully serving as a platform for participants to actively participate and the outcome was clearly visible. The objective of the workshops comprises –

- Make familiar the participants with various Message Designing Software
- Introduction to Message Designing Techniques to ensure message barriers and connect with the target audience.
- Introduction to the history of puppetry and establishing it as a form of community communication.
- Develop research, scripting and exercise puppetry as a sophisticated means of artistic expression, communication and instruction to bring social Change.

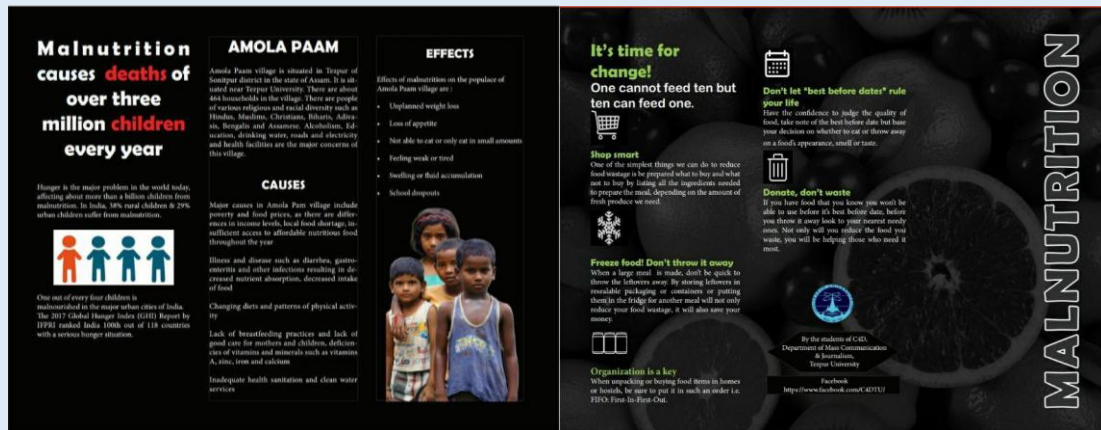


Fig: example of a brochure as an outcome of the workshop

## Workshop on “Creative Strategic Thinking for Social Change”

A five-day workshop on “Creative Strategic Thinking for Social Change” was organized by the Department of Mass communication and Journalism at Tezpur University from the 9<sup>th</sup> to the 13<sup>th</sup> of October. The workshop was primarily aimed at the students of media studies and it focused on how creative thinking can help bring about social change in today’s world. It helped the students to construct regular and easy methods of creative thinking and develop unique ways of applying that creativity. It was a way in which youngsters could think beyond the unseen mental boundaries and come up with something innovative and one of a kind.

In today’s world where New Media has its roots going deeper than ever, the pressure to create something new and original is augmenting. The only way this process will get easier in future is by enhancing our abilities to think creatively. Hence, creativity plays an important role in generating ideas, one of its kind, and it is these little ideas that later make a big difference. Idea generation is considered to be one of the most important steps in various fields of mass media like advertising, film making, story or feature writing, etc.

### Objective of the Workshop

- To understand creativity in communication.
- To identify roadblocks to creative thinking.
- To identify roadblocks to social change and development.
- To understand and apply the six thinking hats required to generate an idea.
- To enhance the presentation skills of the participating students.
- To learn the key features of Campaign Planning.

The five-day workshop was accomplished as per expectations as it successfully served as a platform where the participants were actively engaged in sharing ideas and opinions. It familiarized the participants with the concept of creativity and how it is a talent that we all own

but are mostly unknown to it. It made the idea of thinking creatively attainable and interesting. After the workshop the participants also learnt how working together in a team can produce great results and stimulate one's creative side.

Creativity is very important for a Communication for Development Professional as originality is one of the key aspects of any successful Campaign/Project or in policy making and this workshop acquainted the students with the simple ways by which one can practice thinking creatively and gradually make it a habit. This habit will later become an indispensable asset for all the participants, not only in their field of work but also in their daily lives.

## **Video/Photography Workshop held for Students of MA in Communication for Development (C4d), Tezpur University between January 29, and February 16, 2019**

**Facilitator:** Rita Banerji

The facilitator is the founder of Dusty Foots Production, and a wildlife filmmaker with over fifteen years of experience. She is the only filmmaker from the Asian Sub-region to have a Green Oscar award to her name.

Currently she is the head and leader of Green Hub Assam, a video documentation organisation.

**Participants:** Participants are ten (10) Masters in Communication for Development (C4D) students of Tezpur University, Assam.

**Purpose:** The workshop was to shape the ability of students of MA Communication for Development in using Photography/video for social change initiatives

### **PHASE ONE: Department of Mass Communication and Journalism, Tezpur University**

The workshop was in two phases. The early phase took place at the Department of Mass Communication and Journalism, with the final at Green Hub Video documentation Centre, Tezpur.

In totality, the workshop lasted for a two-week period; starting on January 29, 2019 and ended tentatively on February 16, 2019.



**Insert: a picture of a class scene during the workshop**

However, there had been intermittent breaks to allow students to undertake other academic activities of equal relevance when it was deemed fit.

As noted, the entire phase began on January 29, 2019, between the hours of 14:00 and 17:00. At the initial stages participants had the privilege of being familiarised with some renowned professionals in history, who had used video or photography as tools to champion social change.

Special reference in this regard was made to the works of Eugene Smith, a renowned photojournalist whose work had exposed the Chisso Corporation in Japan on how their indiscriminate release of mercury into water bodies had led to the infamous Minamata disease in 1971.

The facilitator emphasized that visuals- photography, videography is critical at complementing the written word. Visuals as she observed leaves a lasting impression than the written word.

“Visuals cross barriers of language. It crosses countries and borders.”

Taking cognisance of the purpose for the workshop, there were screening sessions on some sampled short films, which was recognizable to help fill gaps created in the minds of the participants.



Essentially, this phase catered for visual grammar, basic lens types and various photo/video techniques there are. Participants were taken through techniques like framing, rule of third, follow the gaze and angles- micro, close-up, wide shots in photo taking.

*“...rule of thirds, like many other rules, basically are rules designed by photographers over the years to serve as a guide on what defines a perfect photography...”*

*“...For the learning, these kinds of rules help in assessing your own works. Rule of third is also known as the golden ratio...”*

*“...rule of thirds simply is about dividing the picture into three parts; horizontally, or vertically by placing the main character in focus...”*

On lens, participants were introduced to block (50 mm fixed) and zoom lens (18-55mm), wide and tele-lens.

*“If you know what your lens does then you will be able to use it better...”*

*“... 18mm means a **wide lens**. 50 mm is your reference for **normal view**, normal eyes. Anything below 50 mm is moving closer to a wide lens, meaning, I will see much with my eyes. As soon as you start moving above 50mm, you are moving into the **tele-lens**. Tele means you are moving closer and closer to the subject.”*

There were extensive video screening sessions to aid participants understanding of composition, and how applying the rules can help achieve it.

Emphases were laid on aperture, shutter speed and ISO; in light of exposure in video and photo taking.

According to the facilitator, the session as a whole, purposefully, was to stimulate participants to the instrumentality of visuals in the communication process.

## **PHASE TWO: Green Hub Video Documentation Centre**

This phase began on Friday, February 1, 2019 at the Headquarters of Green Hub, Tezpur, Assam.

This session was a furtherance of the one held at the Department of Mass Communication and Journalism, Tezpur University.

In comparison, it was more practical orientated. It allowed participants to implement the instructions on visual grammar, techniques and the rules as observed in their practical field filming sessions, which formed part of the workshop.



The crux of this session was an introduction to the basis of videography and editing for documentation. The class was taken through video terminologies like sequence, story and shots.

Accordingly, the sequence was explained as the piecing together of two separate shots, with a full sequence defining a story.

*“So anything which is the same location and shots being put together defines one sequence...now in this classroom if I had to take a sequence of this classroom, all the shots which I take will be within this. I will take a wide, close-up; I take someone walking... there is some class going on outside, if I take that then it is a separate sequence.”*

According to Rita, every good sequence must include wide, medium and close-up shots. As stressed by her, this application will enhance audience understanding of the subject matter in consideration.



**Insert: Practical field sessions at Green Hub, Assam.**

Applying the above observation accordingly will also make the editing work seamless.

In order to have a practical sense of the above terminologies, participants were taken through some video works by Green Hub, with which better distinctions were made in relation to the explanations with regards to the terminologies.

Also, there was an introduction to the tripod and its relevance in the video recording process.

The tripod as identified would allow for steady shots, which in the parlance of the field is known as block shots. In the same breadth, an introduction was made to tripod movements like panning and tilting.

Tripod most especially in the video recording or picture taking process ensures the safety of the camera as much as possible.

Having laid the basis, participants were given the chance to make video recordings with the expectation of applying all the theoretical considerations considered thus far. Upon which in teams of five, two each; an introduction was made to the Final cut pro editing tool.

Individual team members, one after each other, took their turn at practicing for themselves with the software. At the end of the workshop each team had produced and edited a full story with the incorporation of the techniques learnt.

At both phases of the workshop, participants were at the end of each day of meeting, given a practical assignment with which the facilitator was able to evaluate the understanding of what has been taught on a particular topic.

The workshop officially came to an end at 6:00pm on February 16, 2019.

## **AWARENESS CAMPAIGNS**

### **❖ Campaign 1 – ‘Cleanliness’**

The school selected for the communication campaign to help young students realize the importance of cleanliness was Fakhrudin Ali Ahmed High School located in Borghat Village of Tezpur, about 3 kms from Tezpur University. The school was running six classes from Grade five to Grade 10, each having two sections and from participatory interactions and field surveys, it was analyzed that most of the students of this region attached less or no importance to clean and hygienic practices. Hence, there was consensus about dissemination of crucial information to the students about the necessity of a clean lifestyle and how a few basic precautions may safeguard them from fatal diseases. Moreover, they were motivated to keep their surroundings clean as well as encourage their friends, family, teachers and their communities to do the same.

The activities began by multiple ice breaking sessions and games like ‘passing the book’ where the students were made comfortable to open up and express their opinions to their facilitators, i.e. the students of M.A. C4D. During these sessions, a lot of absenteeism due to poor health conditions were observed that further strengthened the cause of doing a cleanliness drive amongst them. Diseases like dysentery, diarrhea, jaundice, malaria, etc. were reported to be common among the young children which led to a loss of their studies and normal lifestyle.

The activities started from extempore where the students were divided into teams and when one speaker spoke, the others were asked to make notes and re-iterate the speech with additional views if any. This reaped fruitful thoughts, creativity, confidence and active listening among them. The next communication tool which was taught to them was role plays aimed at developing critical thinking, enhancing presentation skills, art of public speaking and problem-solving capacity in the students. Situations were given to students to think through and prepare small skits on efficient methods to deal with a variety of social problems.

Another activity which was facilitated as a part of this workshop was the creation of wall magazines to communicate messages to the society by deploying artistic means of conveying simple messages that appeal to a mass audience of almost all age groups. They students were encouraged to write poems, articles, stories on cleanliness and display it through the wall

magazine and the basic materials to accomplish this process was provided by the facilitators. Many other performances by the students such as poem recitation, singing, poster making, etc. also formed an important part of this campaign. On 27 November 2018, an awareness event on cleanliness “Swachatar Dikhot Akhuj” (A step towards cleanliness) was also organized by these students under the guidance of their facilitators.

Mr Khairul Akanda, the Principal of the school extended his heartfelt gratitude towards the campaign owners for continuously engaging with the students for over a period of five months and helping them realize the importance of clean surroundings. He also expressed his pride to see the efforts of his students who came forward and took a step towards much needed change.



Figure 1: The Team - Campaign on Cleanliness

### ❖ Campaign 2 – ‘Sports’

Napaam MV school, near Tezpur University was selected to carry forward this communication drive that targeted to help the students understand the importance of sports in their life, both for physical fitness as well as mental well-being. In addition to make them aware of sports, the campaign was also designed to bridge the gender gap among fellow students and transform them into advocates of social change that uses the playground as a platform to bring the community together in a fruitful manner.

The campaign began with rapport building activities where the students of the school were asked to speak about their favorite games and sportsperson and were asked to identify players of national and international repute. The most interesting part of the campaign was facilitation and creation of ‘participatory videos’ and ‘puppet shows’; two vastly different forms of

communication to be understood and used for circulating information about the same cause. The school children were properly acquainted with the procedure to use both the modes of communication and during the course of five months, they were trained to create the best community messages through the said means.

During the course of the training, many indoor and outdoor games were played such as Ludo, Kho-Kho, Kabaddi and so on. The students flagged the issue of not having a proper playground in their vicinity and the facilitators tried to encourage them to solve this problem by seeking help from their school administration. A sense of critical thinking and voicing for their human rights was evoked due to such deliberations. A sports committee was formed by the students consisting of a President & Secretary, Sports equipment handling committee, Playground development committee, Sports study committee, Sports competition governing body and members from each class nominated themselves for the same. A sports event was also organized to culminate the campaign followed by an award ceremony for the winners which was a significant learning exercise for both the school children and the facilitators.



*Figure- 2: Students of MV School during the Sports Event*

### ❖ Campaign 3 – ‘Safe Drinking Water’

The school selected for this campaign was Panchmile Higher Secondary School, Tezpur with an objective to promote and ensure the practice of safe drinking water among the school students. The discussions started with activities that made the school children comfortable and they were encouraged to speak about or write articles on their problems. Gradually, the agenda was directed to the hazards of consuming dirty water and how ensuring clean drinking water can safeguard the community against deteriorating health conditions.

The Grade eight students decided to perform drama with their fellow students as primary audience and acquired skills to plan and execute a successful role play which is one of the most powerful mediums to convey messages. Slogan writing competition also formed a crucial element of this workshop. Concepts of puppetry and poster making were also touched upon during this campaign where the students were exposed to a variety of traditional and folk media to ensure that their messages are assimilated by their desired set of audience.



On 30th November 2018, an awareness event on safe drinking water called “Bikhudho Pani: Xustho Jibon” (Safe Water: Healthy life) was organized by the school students themselves under the guidance of the facilitators which highlighted their dedication & understanding of the communication campaign.



*Figure- 3: Safe Water: Healthy Life Campaign by Students*

Hence, the NAYI SOCH awareness campaigns were well received by the students participating in them and the communities at the receiving end. The young children filled with both curiosity and enthusiasm proved to be the conduits of knowledge and information to their respective society and accomplished great changes by learning simple things. Sustainable development can be achieved by making the future generation self-reliant and building their competitiveness in such a way that they may become beacon lights illuminating their surroundings. C4D students played a critical role in the final accomplishment of the campaign at three different locations while sowing the seeds of much needed social change at the grass root level of our nation, i.e. its rural dwellings.


**STATEMENT OF EXPENDITURE (SOE - Q2)**

NAME OF THE ORGANISATION : **Tezpur University R and D**

FOR THE PERIOD FROM : 15th May 2018 to 31 December 2018


PROGRAMME DESCRIPTION: Advancing Communication for Development as a strategy for Social Change in Assam and NE region Amount in Rs.  
(Phase III)

Sl. No.	Budget Head / Activity	TOTAL APPROVED BUDGET	SOE Q1 15 May-July 2018	SOE Q2 August-Oct 2018	SOE Q3 Nov-Dec 2018	Cumulative Expenditure	Balance	Variance %	Remark s/ Reasons for excess expense s if any	Vrs Ref / Ledger Folio ref for expenses reported for current period.
A	B	C	D	E	F	G = D+E+F	H = C-G	I=G/C*100		
<b>1</b>	<b>One Day C4D Advocacy and recruiters' consultative meet</b>									
1.1	DSA for 20 participants from different states of Northeast	100,000.00	59,200.00			59,200.00	40,800.00	59.20		V1 - V15
1.2	Food and accommodation for participants	30,000.00	12,339.00			12,339.00	17,661.00	41.13		V16 - V19
1.3	Lunch & Tea and snacks for 100 person	25,000.00	24,654.00			24,654.00	346.00	98.62		V20
1.4	Workshop File and Kits (Jute bag, note pad, pen, and documents)	10,500.00	8,854.00			8,854.00	1,646.00	84.32		V21-25
1.5	Printing and dissemination of placement brochure	30,000.00	18,200.00			18,200.00	11,800.00	60.67		V26
1.6	Documentation, banners	5,000.00	4,725.00			4,725.00	275.00	94.50		V27, V28
	<b>SubTotal</b>	<b>200,500.00</b>	<b>127,972.00</b>			127,972.00	72,528.00	63.83		
<b>2.0</b>	<b>One week Faculty Development Programme (National) on Teaching and Researching Communication for Social Change to be attended by MCJ faculty of different universities across India</b>									
2.1	Remuneration (3 National Resource Persons for 3 days)	45,000.00				-	45,000.00	0.00		
2.2	To and fro Air Travel for national resource persons from Hyderabad/Chennai/ Ahmedabad (On Actuals)	60,000.00				-	60,000.00	0.00		

  
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2.3	Local conveyance at place of origin (3 National Resource Persons)	2,400.00				-	2,400.00	0.00	
2.4	To and fro Taxifare from LGBI Airport to TU campus (3 National Resource Persons ) (On Actuals)	19,200.00				-	19,200.00	0.00	
2.5	Food and Accomodation (3 Resource Persons for 4 days)	18,000.00				-	18,000.00	0.00	
2.6	Food andAccommodation for 20 participants (Senior faculty members from different universities)	196,000.00				-	196,000.00	0.00	
2.7	FDP File and Kits (Jute bag, note pad, pen, CD/DVD, photocopying of lecture notes)	24,000.00				-	24,000.00	0.00	
2.8	Documentation of the programme	6,000.00				-	6,000.00	0.00	
2.9	Banner and stationary for lecture note preparation	5,000.00				-	5,000.00	0.00	
	<b>SubTotal</b>	<b>375,600.00</b>				-	<b>375,600.00</b>	<b>0.00</b>	
3	<b>Orientation for students of MA C4D Programme</b>								
3.1	To and fro travel for 5 National Visiting Faculty for C4D programme (On Actuals)	100,000.00	18,263.00			18,263.00	81,737.00	18.26	V29, V31
3.2	Local conveyance at place of origin (5 visiting faculty)	4,000.00	806.00			806.00	3,194.00	20.15	V32
3.3	To and fro Taxifare from LGBI Airport to TU campus 5 visiting faculty ) (On Actuals)	32,000.00	13,000.00			13,000.00	19,000.00	40.63	V30, V33
3.4	Honorarium for 5 national visiting faculty for C4D for 5 days	125,000.00	117,000.00			117,000.00	8,000.00	93.60	V34, V35, V36, V37, V38
3.5	Food and Accommodation for 5 visiting faculty for 7 days each (Faculties will reach one day prior to the training and will leave next of end of the programme)	52,500.00	13,656.00			13,656.00	38,844.00	26.01	V39, V40, V41, V42
3.6	A/V document of visiting faculty lectures and report preparation	7,500.00	6,000.00			6,000.00	1,500.00	80.00	V43, V44, V45, V46
3.7	Stationery/ study resources for conducting workshop	5,000.00	1,090.00			1,090.00	3,910.00	21.80	V47, V48, V49, V50, V51, V52, V53
3.8	Refreshments during workshop	10,000.00				-	10,000.00	0.00	
	<b>SubTotal</b>	<b>336,000.00</b>	<b>169,815.00</b>			<b>169,815.00</b>	<b>166,185.00</b>	<b>50.54</b>	
4	<b>Networking and Action by Young Advocates for Social Change (NAYA SOCH)</b>								


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4.1	Training kit for students ( colour pencil, chart paper and other utilities for encouraging good habits) for resources for holding consultative/learning sessions with children @ Rs.50/- per student (50 children x 20 sessions x Rs. 50/-)	50,000.00					-	50,000.00	0.00		
4.2	Refreshment for students for holding consultative/learning sessions with children @ Rs.50/- per student (50 children x 20 sessions x Rs. 50/-)	50,000.00					-	50,000.00	0.00		
4.3	Need based support for monitoring for 10 days in a month @ Rs.1000/- per day for 7 months	70,000.00					-	70,000.00	0.00		
4.4	Process Documentation (Print & AV) and dissemination	28,000.00					-	28,000.00	0.00		
	<b>Sub Total</b>	<b>198,000.00</b>					-	198,000.00	0.00		
	<b>Total</b>	<b>1,110,100.00</b>	127,972.00	169,815.00	-	297,787.00	812,313.00	26.83			

	Rs.	
Advance Opening Balance if any		0.00
Add :Advance received during reporting period		0.00
<b>TOTAL</b>		<b>0.00</b>
Less : Expenses for the reporting period		169,815.00
Closing Balance (+/-)		(169,815.00)

  
 Registrar, TU  
 Tezpur University

  
 Finance Officer  
 Tezpur University

  
 Project  
 Coordinator  
 Associate Professor  
 Deptt. of Mass Communication  
 and Journalism  
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**Funding Authorization and Certificate of Expenditures**

UN Agency: UNICEF

Date: 20.02.19

Country: INDIA  
 Programme Code & Title: 2040/A0/06/880/005/007  
 Project Code & Title: 2040/A0/06/880/005/007  
 Responsible Officer(s): Joya Chakraborty  
 Implementing Partner: Tezpur University R and D

Type of Request:  
 Direct Cash Transfer (DCT)  
 Reimbursement  
 Direct Payment

Currency: INDIAN RUPEES

Activity Description from AWP with Duration	Coding for UNDP, UNFPA and WFP	REPORTING				REQUESTS / AUTHORIZATIONS		
		Authorised Amount <small>dd/mm/yyyy</small> A	Actual Project Expenditure <small>Nov-Dec 2018</small> B	Expenditures accepted by Agency C	Balance D = A - C	New Request Period & Amount <small>dd/mm/yyyy</small> E	Authorised Amount F	Outstanding Authorised Amount G = D + F
Activity : Capacity building/Institutional strengthening of training bodies - LBSSNA, NIRD, NIPCCD, NIHF, ATIs, Regional Centers, KRCs, SIHFWs, etc on gender equality, gender responsive training content and SBCC			45,091.00					
15th May-July 2018								
<b>Total</b>			45,091.00			0		

Notes: Shaded areas (C, D, F & G) to be completed by the UN Agency and non-shaded areas (A, B, and E) to be completed by the counterpart.


**CERTIFICATION**

The undersigned authorized officer of the above-mentioned implementing institution hereby certifies that:

- The funding request shown above represents estimated expenditures as per AWP and itemized cost estimates attached.
- The actual expenditures for the period stated herein has been disbursed in accordance with the AWP and request with itemized cost estimates. The detailed accounting documents for these expenditures can be made available for examination, when required, for the period of five years from the date of the provision of funds.

Date Submitted: 20.02.19 Name: Dr. Joya Chakraborty

Title: Associate Professor Signature with Seal

  
 Associate Professor,  
 of Mass Communication  
 and Journalism  
 University, Tezpur-784029

**FOR ALL AGENCIES**

Approved by: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Date: \_\_\_\_\_

**FOR UNICEF USE ONLY**

Account Charges	Liquidation Information
Cash Transfer Reference: <small>CRQ ref. no., Voucher ref. no.</small>	DCT Reference: <small>CRQ ref. no., Liquidation ref. no.</small>
GL codes: Training Travel Meetings & Conferences Other Cash Transfers	DCT Amount Less: Liquidation Amount
Total	Balance

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New Funding Release
Activity 1
Activity 2
Total